

School Social Work Journal
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Title: Multiple intelligences and social work practice for students with learning disabilities.

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Pages: 1-20

Abstract: New imaging technologies have changed scientists' understanding of how the brain works and the importance of sensitive periods in early childhood development. The theory of multiple intelligences has practical implications for work with students labeled learning disabled. New discoveries regarding neuroplasticity and neurogenesis have led to new treatment regimens for people with neurological problems. Social workers can assist this population by taking social developmental histories that employ a strengths perspective, advocating for a broader definition of intelligence, supporting families who are stressed and isolated, encouraging special educators to use accommodation strategies, and influencing school administrators to conduct authentic evaluations of students' progress. An appendix provides a semistructured protocol for interviewing parents of children referred for possible learning disabilities.

Key Words: Brain research, sensitive periods, multiple intelligences theory, learning disabilities, social developmental history

Title: Developmental considerations in youth violence prevention.

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Pages: 21-35

Abstract: Prior studies on risk and protective factors have aided in the development of programs to prevent youth violence. Unfortunately, many of these programs have produced only moderate results: their treatment effects have diminished over time, failed to prevent violence to a significant degree, or did not change behavior at all. Children's developmental stages affect the strength and potency of risk and protective factors and this may be one reason for the poor performance of some programs. It is important to examine what children with which risk or protective factors should receive which preventive intervention and when. This paper reviews the risk factors for delinquency and violence within a developmental perspective, discusses modified preventive interventions, considers implications for schools, and concludes with future directions for research.

Key Words: Violence prevention; delinquency; risk factors, schools

Title: Led by the children: Modification of an urban violence prevention project based on insights learned from the group members.

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Pages: 36-50

Abstract: Children's exposure to violence at high rates in poor, urban communities teaches them

aggressive and combative behaviors that affect their social-emotional development. School social workers frequently work with groups of aggressive children to help them develop alternative ways of managing conflict. Development of a cohesive group and presentation of material that is relevant to the real life situations of the participants are essential factors in engaging participants in the group process. This article describes how the researcher modified an intervention with urban elementary school students to reflect their developmental stages as well as the cultural learning they brought to the groups. Implications for training and development of skill-based groups are discussed. Efforts to involve teachers, parents, and community members in protecting children from the need to fight as well as reinforcing nonaggressive interactions are advocated.

Key Words: Violence prevention, urban children, culture and learning, skill-building groups

Title: Youth mentoring: Emerging questions about effects on self-concept and school performance

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Pages: 51-67

Abstract: Recent studies of mentoring programs have reported nonsignificant effects of the intervention on youth self-esteem and school-performance. This article reports on a 1-year program for 10-year-old Latino children that measured these two outcomes and found no differences from pre- to post-intervention between 20 mentored and 11 nonmentored children on self-concept. Only one subject grade, art/music/PE, showed a significant effect for mentoring; pre-intervention grades were the significant predictor for postintervention grades for every subject area. These findings support the conclusion that mentoring programs may not affect self-concept and school grades and suggest that these outcomes may not be appropriate indicators of program effectiveness. The discussion emphasizes the need for further research and the importance of tailoring mentoring to match specific objectives.

Key Words: Mentoring, populations at risk; school performance measures; community and youth involvement; Latinos

Title: Understanding federal law and its limitations regarding the identification and treatment of childhood depression: The role for social workers.

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Pages: 68-83

Abstract: This paper discusses the federal laws that may be used to help address the needs of children with depression in public education settings. This is important for school social workers because it explains the laws, the problems associated with childhood depression, and how to identify a student with depression as defined by federal laws. Suggestions are made to help school social workers improve the implementation of these laws, including legal protection and intervention services for students exhibiting depressive symptoms.

Key Words: IDEA; Childhood depression; school-based services; special education